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ABSTRACT

Reviewed are program guidelines for the use of additional apportionment provisions of New York State aid for pupils with special educational needs, students with handicapping conditions, and severely handicapped pupils. Considered in three sections are general information (including an overview of 1975-76 requirements, department policies, and local school district responsibilities), instructions and sample reporting forms (including program reports for specific handicapping conditions), and accounting guidelines for additional apportionment state aid (including a review of individual account requirements). (CL)

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PROGRAM GUIDELINES-ADDITIONAL APPORTIONMENT PROVISIONS OF STATE AID 1975-1976

- Pupils with Special Educational Needs (PSEN)
- Pupils with Handicapping Conditions (PHC)
- Severely Handicapped Pupils

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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EC 080 481

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Research, Planning and Evaluation
Albany, New York 12234

JUNE 1975

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FOREWORD

Most school districts of New York State received "additional apportionment" state aid, a new type of aid, during 1974-75 in accordance with the amendments to Section 3602 of the Education Law provided in Chapter 241 of the Laws of 1974. Most school districts therefore have had by now some experience with the planning, evaluation, and reporting requirements associated with additional apportionment funding of programs for pupils with handicapping conditions (PHC), and pupils with special educational needs (PSEN). This Program Guidelines packet therefore is developed assuming some familiarity with the additional apportionment provisions. For those who find they would like more information before organizing implementation in their districts, relevant background material is cited in the Program Guidelines.

This Program Guidelines packet is action-oriented. Part I is designed to give the Chief School Administrator (CSA) an overview of basic statutory provisions and department policies, and consequent local school district tasks. Part II contains all the forms, except the Annual Report form, which are to be completed for the 1975-76 school year. Part III contains more elaborate accounting guidelines than those provided for 1974-75. Note carefully that these Program Guidelines cover planning and reporting requirements only in reference to the following additional apportionment programs: handicapped and severely handicapped pupils, and pupils with special educational needs. However, the accounting instructions do pertain to programs in occupational education, grades 10-12 (Big Five cities only) as well as the three mentioned above.

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PART I - GENERAL INFORMATION

OVERVIEW OF REQUIREMENTS FOR 1975-76

Continued Provisions

Chapter 241 of the Laws of 1974 included provisions for furnishing additional apportionments of State aid to school districts on the basis of: a) numbers of pupils having specific needs, and b) numbers of pupils enrolled in specific programs. The pupils and programs identified in the legislation and the additional weighting applied to each were as follows:

1. School districts received .25 additional apportionment of state aid for the number of pupils calculated to have special educational needs.

2. School districts received a 1.0 additional apportionment for each handicapped pupil receiving services related to that condition in a district operated program.

3. School districts were eligible to receive additional apportionments of up to .12 and .50 for pupils enrolled in approved summer school programs and approved evening school programs respectively.

4. The cities of New York, Buffalo, Rochester, Yonkers, and Syracuse (Big Five) were eligible to receive additional apportionments of special services aid (calculated by formula) for each severely handicapped pupil and for pupils enrolled in approved occupational education programs, grades 10 through 12.

These additional apportionment provisions have been continued and are to be included in each district's calculation of its state aid for 1975-76.

The planning, evaluation and reporting requirements related to the additional apportionments which were introduced in 1974-75 have also been continued in 1975-76. The forms for implementing these requirements are similar, by-and-large, to those used in 1974-75. The forms that carry over are: Annual Report (as Section 2, due October 1, 1975 for 1974-75 projects; due in one section for 1975-76 projects on October 1, 1976), Report on Enrollment of Handicapped Students and Handicapped Program Report (PHC-1, due October 1, 1975), Annual Financial Report (ST-3, due after the 1975-76 school year), Plan of Activities (241-1P, format for District Plans, which are filed in the district).

New and Discontinued Features

One significant difference between 1974-75 and 1975-76 is the expiration of the "no-penalty" clause related to district-operated programs for pupils with special educational needs. The 1974-75 legislation stipulated that "...a district which spends...its...(additional) apportionment (in an) unauthorized manner...shall have its current year apportionment reduced by (that amount)..." The statute however, included the clause that "no such reduction shall result from the expenditures of apportionments made for the school year commencing July first, nineteen hundred seventy-four for pupils with special educational needs." This clause expired on June 30, 1975.

Two forms are being introduced for the first time this year, and two

forms used in 1974-75 are being discontinued. The two new forms are Program Report for Pupils with Special Educational Needs (PSEN) and Amendment to District Plan (for handicapped programs only and filed in the district). The two reports which will not carry over are the Chapter 241 Planning Report (form 241-2P) and Annual Report, Section I.

Elaboration of "Unauthorized Expenditures"

The following material is presented in an effort to clarify steps district officials can take to avoid implementing programs which are likely to result in expenditures that are later declared "unauthorized." If the material which follows does not illuminate a course of action which is clearly proper for your district, you are urged to write or call the Department with your specific questions.

The first step which you can take to avoid a penalty for unauthorized expenditures is to read the directions to these reports carefully and to submit them to the proper SED unit on schedule. Reports will be routinely reviewed for consistency with other reports and with services found actually to be operative. The following are examples of the kinds of reviews of those reports which Department staff will undertake.

1. Program and evaluation reports will be reviewed as you submit them, and your district plans will be reviewed during the course of on-site visits. Department staff will expect to find programs in operation which conform to the descriptions provided on these documents.

2. State aid claims on the SA 129 series will be checked against number of children in approved district handicapped programs during 1974-75. The number claimed for aid purposes during 1975-76 will be checked against enrollment in approved programs during 1974-75.

3. Each district's additional apportionment Chart of Accounts will be checked in connection with its annual independent audit to the same extent that all other appropriation expense accounts will be reviewed. The ST-3 which is submitted each summer will be routinely checked by Department staff.

4. Failure to submit required documents will be a basis for a declaration of unauthorized expenditure.

In addition to close attention to the details of the mandatory reports, you should take steps to insure that the additional apportionments are expended in a manner consistent with the accounting requirements, which are described in detail in the Accounting section contained herein on pages 83 to 89.

LOCAL SCHOOL DISTRICT ACTION

Earlier Materials Still Relevant for District Reference

Much of the information which has already been distributed about additional apportionment programs is not necessarily repeated here. Therefore, before you go on, you and other members of your staff should carefully review the following materials.

1. State Aid Worksheets. State aid worksheets are distributed annually in the summer by the State-Aided Programs Unit of the Division of Educational Finance. These worksheets include detailed instructions on how to calculate the number of pupils each district can claim for additional apportionment purposes. The SA-129 series has particular relevance to developing accurate pupil counts for aid purposes.

2. Plan and Annual Report Requirement for Compliance with the Additional Apportionment Provisions of Chapter 241 of the Laws of 1974 (June 1974). This document was distributed to all school districts one year ago to provide directions for the management of additional apportionment programs during 1974-75. The following contents of that document continue to be relevant for 1975-76 programs: an explication of the additional apportionment provisions of the State Aid Law, pertinent Commissioner's Regulations, and Form 241-1P (Plan of Activities...). The 241-1P Plan of Activities continues to be the basic plan form you should be using for programs for: pupils with special educational needs, handicapped pupils, and severely handicapped pupils. If you revise last year's plans and/or develop new plans for target pupils, you should refer to the 241-1P, which is included herein on pages 61-70. Copies of Plan and Annual Report Requirements...are available upon request from the Division of Planning Field Services.

3. Commissioner's Regulations. The passage of Chapter 241 of the Laws of 1974 prompted changes to the Regulations pertaining to the additional apportionment planning and reporting requirements. Review these regulations before preparing programs for 1975-76. The following are of particular importance.

Program	Commissioner's Regulations
Pupils with Special Educational Needs	Part 149
Pupils with Handicapping Conditions and Severely Handicapped Pupils	Subchapter P (especially Section 200.6)
Occupational Education Programs	Part 141
Summer School Programs	Part 110
Evening School Programs	Part 166

Sequence of Events

The additional apportionment provisions of the state aid legislation are such as to require a high degree of coordination within your district among personnel who have the following responsibilities: computing state aid, fiscal accounting, evaluating programs, coordinating programs for handicapped children and pupils with special educational needs, and student testing. The overall management of all additional apportionment programs is, of course, the responsibility of the chief school administrator (CSA).

Table I summarizes the reporting commitments you have if your district claims additional apportionment aid. Table I is intended only to summarize reporting requirements. All of the reports noted in Table I, except Section 2-Annual Report, are contained in later sections of this document.

Completion of the reports listed in Table I will involve the business office and program units. The business office will need to: a) see that proper accounts are established by September 1, b) maintain proper fiscal records throughout the year, and c) submit the ST-3 report after the 1975-76 school year. The responsibilities of program personnel are outlined below in Table 2.

TABLE I
SUMMARY OF DISTRICT REPORTING REQUIREMENTS:
ADDITIONAL APPORTIONMENT PROVISION OF STATE AID[1]

Report	Applicable Program(s)	Date Due SED	Comments
1. Annual Report - Section 2	• Special Educational Needs • Handicapping Conditions • Severely Handicapped Pupils	October 1, 1975	• Evaluation results of programs operated during 1974-75 • Mailed to districts under separate cover on June 17, 1975
2. 241-1P, Plan of Activities	• Special Educational Needs • Handicapping Conditions • Severely Handicapped Pupils	Held in district	• Update last year's plan or prepare initial plan for 1975-76. • Should be available for on-site review by SED staff.
3. Amendment to District Plan	• Handicapping Conditions • Severely Handicapped Pupils	Held in district	• Required amendments to plans (241-1P) for handicapped pupils
4. PHC-1, Section I	• Handicapping Conditions • Severely Handicapped Pupils	October 1, 1975	• Number of resident Handicapped pupils reported by nature of handicapping condition and agency providing service.
5. PHC-1, Section II	• Handicapping Conditions • Severely Handicapped Pupils	October 1, 1975	• Report on extent to which district operated programs for handicapped children comply with program standards for such programs.
6. PSEN-1	• Special Educational Needs	October 1, 1975	• Includes basic information about district operated programs for pupils with special educational needs.
7. ST-3, Annual Financial Report	• Handicapping Conditions • Severely Handicapped Pupils • Special Educational Needs • Occupational Educational Programs Grades 10-12 (Big Five)	After the 1975-76 school year	• Annual accounting of school district expenditures, includes an Additional Apportionment Chart of Accounts.

[1]Does not include reporting requirements for occupational education programs, evening school programs, or summer school programs. Information about the requirements for these programs can be obtained from the appropriate program office of SED.

TABLE 2

OUTLINE OF COMPLIANCE RESPONSIBILITIES IN TWO PROGRAMS: PUPILS WITH HANDICAPPING CONDITIONS (PHC),[1] AND PUPILS WITH SPECIAL EDUCATIONAL NEEDS

	Person Responsible[2]		Completion Date
	PHC	PSEN	
1. Check 1975-76 district plans to identify potential need for technical assistance.	____	____	____
2. Review list of eligible pupils make plans to update if necessary.	____	____	____
3. Implement plan to update list of eligible pupils (if necessary).	____	____	____
4. Revise district plan as deemed necessary.	____	____	____
5. Amend district plan as required (PHC only).	____	NA	____
6. Prepare Program report for CSA review.	____	____	____
7. Prepare 1974-75 Annual Report for CSA review.	____	____	____
8. Submit Program Reports and Annual Report to SED.	____	____	10/1/75
9. Implement evaluation design for 75-76 programs (collect information for post assessment report to SED[3]).	____	____	on-going
10. Monitor instructional services provided eligible pupils.	____	____	on-going
11. Submit evaluation report on 1975-76 program.	____	____	10/1/76

1. Programs for Severely Handicapped Pupils place the same compliance requirements on districts as do programs for Handicapped Pupils. Only the cities of New York, Buffalo, Rochester, Yonkers, and Syracuse are eligible for special services aid under the additional apportionment provisions of the Education Law.

2. We suggest you write in the name of the staff member you have assigned to each responsibility. Then give a copy of this Table to each person so noted.

3. Forms which districts will need to report the evaluation results for 1975-76 programs will be distributed later. They will be similar to those which you will use for the October 1, 1975 Annual Report.

Obtaining Additional Information

On the basis of our experiences during 1974-75, the Department has prepared a list of questions that commonly arise, along with correct responses. In the event that after reviewing the Question and Answer section (and after carefully reading the directions to each report) you are still uncertain about the action your district should take, you are urged to submit your questions in writing to: Division of Planning Field Services, Room 860 EBA, New York State Education Department, Albany, New York 12234. Department staff will send a written reply to your question promptly. Written questions and responses are preferable to verbal exchanges for a variety of reasons. Among them are:

1. A written question is less subject to interpretation than a verbal one.

2. A written response is likewise less subject to interpretation. In addition, the written response could prove to be a valuable record during SED monitoring visits.

3. When your answer is received in writing, you can be assured that your response is coming from the appropriate SED office, and you will have the name of a person to contact for elaboration if necessary.

4. Many questions about the additional apportionment provisions can not be answered by the representatives of a single SED unit. We are confronted by the same internal coordination and communication problems as is your district. Therefore, many questions can not be answered by a single phone call. A caller must get pieces of an answer from several offices, and this can be very confusing. Written questions will be discussed by representatives of the units responsible, and a single authoritative answer will be drafted in reply.

5. Review of the questions submitted in writing will provide the Department with an excellent record of the problems and concerns of school district officials. This record will be used to plan general mailings of newsletters, for the scheduling of regional meetings, or other forms of assistance.

QUESTIONS AND ANSWERS

A number of questions arose frequently during the 1974-75 school year as the additional apportionment provisions were implemented. These questions and their answers are presented here in anticipation that they will reinforce and/or clarify the general information. The questions and answers are organized in three groups: Additional Apportionment in General; Additional Apportionment for Handicapped Pupils and Severely Handicapped Pupils; and Additional Apportionment for Pupils with Special Educational Needs.

Additional Apportionment in General

1. Suppose the PSEN or PHC aid for my district is a small amount and the requirements seem not worth the bother. Is it permissible to reject the aid in effect by not showing any PSEN or PHC on my State Aid forms?

   No. The law requires that all target pupils be counted first in calculating "aidable pupil units" and that approved programs be provided them. The Division of Educational Finance, backed by data available to it, will be able to identify omissions and require adjustments.

2. Suppose neither PSEN or PHC are priority problems in my district. What would happen if we took these additional apportionment monies and used them as general aid?

   Such use is explicitly prohibited by the law - It would be an "unauthorized expenditure." Target pupils must be served.

3. In our district, the level of general aid is down this year after 241 and inflation are considered. Does the law require us to cut back in other program areas in order to keep monies with target pupils?

   Yes.

4. Suppose, through oversight on our part, an unauthorized expenditure is found. Will we be given a fair chance to correct the oversight?

   Yes.

5. Will unannounced on-site visits be conducted by SED.

   The administering units for both PSEN and PHC programs wish to emphasize their technical assistance responsibilities. Neither unit, therefore, plans any unannounced visits. The Department's regulatory responsibility of course leaves open the possibility of unannounced inspections under unusual circumstances.

6. My district has already been providing programs for eligible pupils using local tax levy funds. Are we required to start up additional compensatory programs?

   No, provided the program you have developed meets all of the legal and regulatory requirements, and your total expenditure is equal to or greater than the additional apportionment.

Additional Apportionment for PHC

7. Does my district qualify for double apportionment funding for handicapped children?

   Yes, if the handicapping condition meets the definition in the Commissioner's Regulations and if the appropriate special educational services are provided by the district in accordance with the Regulations.

Additional Apportionment for PHC (Cont'd)

8. Suppose the handicapped children in my district are receiving satisfactory services from BOCES. Must I pull them out into programs directly operated by the district?

No. The intent of double apportionment is to provide financial and technical assistance to your district in return for operating appropriate educational services for handicapped children. The children should be served in whatever placement is educationally advantageous to their individual needs.

9. May a district have children receive some services from BOCES and some directly from the district, and claim both BOCES and double apportionment funding for these children?

No. There are no circumstances under which a district can claim both BOCES aid and the double apportionment for instructional services provided to handicapped children. Where a child is enrolled in an approved BOCES-operated resource room, the district has the option of claiming either the double apportionment or BOCES aid. However, districts may have some children enrolled in BOCES programs and different children in their own programs and claim BOCES aid for the former and double apportionment for the latter.

10. Will SED ask us to submit the names of handicapped children?

Generally no. SED policy does not require the submission of the names of handicapped children. However, a list of the names of the handicapped children is to be available in the district. The district may be called upon to submit the list upon request of the Department.

11. Might SED request specific information about handicapped children?

Yes, in some instances a medical documentation of the handicapping condition may be necessary in order to determine whether the claim is appropriate on the basis of the provision of educational services being offered and whether the handicapping condition meets the requirements of the Commissioner's Regulations.

12. Are other sources of financial aid for handicapped children available to our district in addition to State Aid monies?

Under certain eligibility requirements, federal monies may be available to local school districts.

Title VI-B (as amended by Public Law 93-380) provides funds to local public education agencies (school districts and BOCES) for approved projects serving handicapped children within stated priorities. Pursuant to P.L. 93-380 the first priorities for Title VI-B funds are child-find projects or projects providing instructional services to handicapped children who are receiving no education. The deadline date for submitting project applications is June 1. For further information, communicate with the Bureau of Special Programs for the Handicapped, Office for Education of Children with Handicapping Conditions, 55 Elk Street, Albany, New York 12234, Telephone (518) 474-6800.

Additional Apportionment for PHC (Cont'd.)

Under Title IV-C (which became effective 7/1/75) the SED must allocate 15% of the local assistance funds to programs for handicapped. It is a competitive grant program. Each new round will be announced by the Office of ESC Planning and Communications in a mailing to all chief school administrators.

The Vocational Education Amendments of 1968, Part B, have a 10% mandated set aside for occupational education for handicapped students. Funds are used primarily to provide supportive services for handicapped students in occupational education programs as identified in the New York State Plan for the Administration of Occupational Education.

For further information about other federal funds available directly to districts from the United States Office of Education, it is suggested that inquiries be addressed to:

John W. Jones, Chief
Aid to States Branch
Bureau of Education for the Handicapped
U.S. Office of Education
7th and D. Streets, S.W.
Washington, D.C. 20202

13. Is SED prepared to advise my staff as to "most educationally advantageous" use of the double apportionment funding we receive for handicapped children?

Yes, within present staffing limitations, SED is prepared to advise where "the most educationally advantageous" use of double apportionment funding may be applied. Sources include:

(a) The Suggested Program Assessment Checklist which was sent to all districts. The Checklist contains the "most educationally advantageous" elements of programs dealing with handicapped children. The use of this document as a guideline may assist the district in the use of double apportionment. It is expected that school administrators and directors of special education have the greater expertise in their district on the actual use of any monies.

(b) Consultation with personnel of the Office of Education for Children with Handicapping Conditions.

14. If a handicapped child can progress satisfactorily in the regular classroom with some service from the reading teacher, does that qualify for 2.0 weighting?

No. Instructional assistance from a reading teacher is a service that a school district is expected to provide to those children who need it regardless of whether the children are handicapped or not. To qualify for the 2.0 weighting, the child's handicap must be such that the child requires and receives a special educational program usually provided by a teacher certified in the area of the child's handicap.

Additional Apportionment for PHC (Cont'd.)

15. Do only handicapped children in special classes qualify for 2.0 weighting?

No. Handicapped children receiving itinerant teacher or resource room service as well as handicapped children in special classes may qualify for double apportionment. The severity of the handicap and the type of educational service required will determine whether itinerant service, resource room placement or special class placement is the most appropriate for each child.

16. Does the special educational service provided to a handicapped child have to be provided by a teacher certified in the area of the handicap?

Yes and no. In most cases, the special educational service is to be provided by a teacher certified in the area of the handicap. An exception, however, may occur with mildly handicapped mainstreamed educable mentally retarded or emotionally disturbed children who are provided daily service in a resource room. The resource room would be staffed by a teacher certified to teach handicapped children but not necessarily certified to teach both mentally retarded and emotionally disturbed children.

17. Is there any situation in which special service provided the child does not have to be provided by a certified teacher of the handicapped?

Yes. Physically handicapped children, as defined in the Regulations of the Commissioner, would qualify when placed in a regular class under the condition that the particular child could not function academically within that environment without the assistance of a teacher aide at least one-third of the school day. The condition, in this instance, refers to those children who are academically competent to perform with their regular peer group, but who for reasons of amputation, muscular strength, or other such conditions must have the assistance of an aide.

Yes, if such "special service" is an integral part of the provision of an appropriate educational program and such services are reflected in the District Plan as a necessary component in the provision of educational services. However, any "special service" related directly to instructional matters must be provided by an appropriately certified teacher.

18. My district did not prepare a district plan for handicapped pupils last year because we did not have a program. This year we will have programs and will prepare a district plan. Do we have to prepare an amendment to this plan that will be developed?

Yes. You are required to prepare a district plan (the 241-1P) and the amendment to the district plan. The amendment calls for specific information that is not explicitly identified on Form 241-1P. Forms and directions for both the plan and its amendment are included in later sections of these Guidelines.

Additional Apportionment for PSEN

19. Does my district qualify for additional apportionment aid for Pupils with Special Educational Needs?

Every school district in the state, with the exception of the Non-operating Districts, Districts with fewer-than-eight teachers and Institutional Districts, may be eligible for some PSEN aid since this aid is generated by pupils having reading and/or mathematics deficiencies, as defined in Section 149.2(b) of the Commissioner's Regulations, regardless of their economic condition. Amendments enacted in 1975 (a) establish eligibility for a district which did not maintain a home school or employed fewer than eight teachers prior to 1974, but employed more than eight teachers in 1974-75 or subsequently, and (b) provide that an eligible district which did not operate a sixth grade in 1971-72 or 1972-73 can use the percentage for computing aidable pupil units which was used by the district which in such years enrolled the greatest number of sixth grade pupils from the eligible district.

20 What is meant, in Regulation 149.3(a), that PSEN programs be "in addition to the regular program of instruction"?

Pupils with special educational needs, in addition to the benefit of the PSEN funds, are first entitled to the benefits of all other fiscal and other resources allocated to all pupils in a school to provide the base, or regular, school program which includes the mandates embodied in the Education Law, other Law, Regent's Rules and Commissioner's Regulations, and any other local requirements or general offerings. However, instructional services consistent with PSEN program requirements which previously had been provided from local funds may be transferred to the PSEN account.

21. Does " in addition to the regular program of instruction" imply that Pupils with Special Educational Needs are to be physically segregated for services funded by additional apportionment?

No. PSEN funds may be used in the context of regular instructional activities. For example, teams of reading specialists might work in classrooms to give direct instruction to students in application of reading skills to textbooks or other reading materials in science, social studies, etc. An objective of this activity would be expressed in terms of improved reading skills.

22. May the additional apportionment be spent for instructional services in areas where the objectives are neither reading nor math?

Yes, but only in those cases where the reading and/or math needs of "eligible" pupils not-to-be-served are being met by other programs. Such expenditures must be approved in advance by the Division of Urban Education.

23. Does a school district have to spend an equal amount of PSEN funds on all eligible pupils?

No. It is expected that the amounts expended on various subgroups of eligible pupils relate to their special educational needs and other programs serving those needs.

Additional Apportionment for PSEN (Cont'd.)

24. Can we provide programs for only a limited group of eligible pupils if our PSEN apportionment is too small to provide effective programs for all the pupils eligible according to the Regulations?

No. Provisions must be made by the district to assure that all eligible pupils will be served, either through PSEN appropriations or a combination of other financial resources.

25. Suppose my district is providing all eligible PSEN pupils adequate additional reading and mathematics instruction with Title I funds. May we use the PSEN additional apportionment as general aid?

No. PSEN additional apportionments must be used for compensatory activities that are consistant with Part 149 of Commissioner's Regulations. In this situation, the provision for "a locally developed definition" in Section 149.2 (b) may be particularly applicable.

26. Can PSEN funds be used to train teachers in the techniques for handling remedial reading instruction in the classroom program?

Yes. Handling the remedial reader's problem within the classroom setting is permissible and is educationally sound. Complete documentation of PSEN students' programs and progress are essential if this approach is used.

27. Can PSEN funds be expended in July and August?

Yes.

28. For what purposes may PSEN funds be expended in July and August?

Any authorized purpose; for example, learning activities, planning, staff training, administrative preparations for the regular school year.

29. If we supply the necessary information, will the Division of Urban Education advise in writing whether a proposed PSEN Program expenditure may be unauthorized?

Yes.

PART II - DOCUMENTS

Report on Enrollment of Handicapped Children and Handicapped Program Report (PHC-1)

The program report for district supported instructional programs for handicapped children is to be returned to the Department by October 1, 1975. This report is in two sections: Section I which includes information about number of resident handicapped pupils being provided service and agency providing such service; and Section II which includes a list of program standards. Section I is used by the Department to develop annually a count of handicapped children receiving services, and it also serves as a reference against which to check numbers of children present during site visitations or later reported for state aid or evaluation purposes. Be sure, therefore, that your business office and your program office are in agreement on the numbers.

Section II will be reviewed as part of a check on the extent to which your program meets specific standards. Use the comments section of Section II liberally. It could save many phone calls and/or letters between your district and the Department. In the event that the information on Section II raises questions about your program, your amended 241-1P will be a valuable source of additional information. You might be asked to send a copy of it to the Department, or it could be reviewed during the course of an on-site visit by a Department staff member.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office for the Education of Children
with Handicapping Conditions
55 Elk Street
Albany, New York 12234

INSTRUCTION MANUAL

PHC-1

REPORT ON ENROLLMENT OF HANDICAPPED STUDENTS AND

HANDICAPPED PROGRAM REPORT

FALL 1975

GENERAL INSTRUCTIONS

Form PHC-1, RESIDENT HANDICAPPED CHILDREN BY TYPE OF HANDICAP AND AGENCY THROUGH WHICH SERVICES ARE PROVIDED (SECTION I) and HANDICAPPED PROGRAM REPORT (SECTION II), is designed to collect data on the resident handicapped children of this district and the local programs operating to meet their needs. The information in Section I is needed to provide unduplicated counts of handicapped children and data on the type and location of services being provided for them. Section II, the Handicapped Program Report, will be used to determine whether or not programs operated by this district are in compliance with the standards required by Law and the Commissioner's Regulations.

SECTION I MUST BE COMPLETED AND SUBMITTED EVEN IF A DISTRICT WILL BE CLAIMING NO PUPILS WITH HANDICAPPING CONDITIONS FOR ADDITIONAL APPORTIONMENT AID. A DISTRICT WITH NO CLAIM, THEN, WILL SUBMIT SECTION I OF PHC-1 BUT NOT SECTION II.

The person responsible for completing these forms should have overall knowledge of the services being provided to the handicapped children who reside in this district. His or her name and title should appear in the space provided on the front page of the form. Maintain a file copy in the event that we have to contact you for clarification.

After completion of both sections, two copies of the form should be signed by the chief school officer of the district and returned on or before October 1 to:

State Education Department
Office for the Education of
Children with Handicapping
Conditions
55 Elk Street
Albany, New York 12234

If you require more forms or need assistance in completing either section of this form please contact the Office for Education of Children with Handicapping Conditions at 518: 474-2708.

SECTION I - INSTRUCTIONS

RESIDENT HANDICAPPED CHILDREN BY TYPE OF HANDICAP AND AGENCY THROUGH WHICH SERVICES ARE PROVIDED

Report the total number of children residing in this district according to the type of handicap they possess and the agency through which they receive their services. Any child who has a handicapping condition which interferes markedly with his or her educational progress and warrants special staff or environments must be counted in this section. Refer to the definitions listed below to determine the appropriate categories for the children being reported on this form. Districts are entitled to a 2.0 weighting for state aid purposes for students possessing any of the defined handicapping conditions with the exception of "Other Speech Impaired." For this category, only those children, exclusive of the severely speech impaired and/or hearing handicapped, who are provided service by teachers of the speech and hearing handicapped should be reported.

If a child is enrolled in a resource room or a special class and also receives itinerant service (other than speech), he or she should be listed only in the resource room or special class column. Information on the itinerant service may be provided in the "Additional Information" section of the child's basic handicap in Section II, the Program Report.

As indicated in the table, each child should be counted only once with respect to his or her handicap and the agency from which he or she receives the special services.

REPORTING PROCEDURES

Programs Operated by this School District:

In these columns report all handicapped children who receive services from District supported and operated programs according to type of service and handicapping condition. Only those children who meet the definitions below and are receiving special educational service are to be reported. Districts are eligible for double (2.0 weighting) apportionment for the children reported in this section with the exception of those under "Other Speech Impaired."

BOCES Programs:

In these columns report all handicapped children who receive services from BOCES. This should include children in programs which are either based at the BOCES or originate from the BOCES and operate in your district or another component district. In addition, children being served by BOCES programs should be reported in this section regardless of whether the District is claiming a 2.0 weighting for State Aid purposes or regular BOCES aid.

NOTE: The BOCES contract will contain instructions regarding the conditions under which a district can exercise the option of receiving 2.0 weighted state aid in lieu of BOCES aid.

Other Agencies:

Report remaining handicapped children in the appropriate columns.

Totals:

Add the numbers in the rows and columns and place totals in the appropriate spaces.

DEFINITIONS*

EDUCABLE MENTALLY RETARDED--Children who, on the basis of a comprehensive evaluation (such evaluation to include an individual psychological examination), are determined to possess general intellectual capacity that falls lower than 1.5 standard deviations below the mean of the general population and who, in the considered judgment of the committee on the handicapped, cannot profit from regular classroom instruction but who may be expected to profit from a special education program for the educable mentally retarded.

TRAINABLE MENTALLY RETARDED--Refers to those children who, on the basis of a comprehensive evaluation (such evaluation to include an individual psychological examination), are determined to possess general intellectual capacity that falls lower than 3 standard deviations below the mean of the general population, cannot profit from programs established for the educable mentally retarded, but may be expected to profit from special programs for the trainable mentally retarded.

EMOTIONALLY DISTURBED--Children whose condition has been determined to be such by a school psychologist or an approved mental health clinic or a psychiatrist.

SEVERELY SPEECH IMPAIRED--Children with unintelligible speech or inability to communicate verbally who are provided daily instruction in regular or special classes by a certified teacher of the speech and hearing handicapped.

DEAF--Children with hearing handicaps in excess of 80 decibels (ISO) in the better ear.

HARD OF HEARING--Children with hearing handicaps in the 40 and above decibel range (ISO) whose hearing loss precludes their functioning normally in a regular classroom situation without the supportive services of an itinerant teacher or a resource room program.

NOTE: Both deaf and hard of hearing are aidable under Section 200.6 of Commissioner's Regulations and are subsumed under the definition for Hearing Impaired 200.6(b)(4).

LEGALLY BLIND--Children with the visual capacity of 20/200 or less in the better eye with the best correction, or a field of vision restricted to a 20 degree arc.

PARTIALLY SIGHTED--Children whose visual acuity in the better eye with best correction ranges between 20/70 and 20/200, including those children who can still function capably with their residual vision and who have a medically indicated progressive visual loss, or a recurring serious medical eye problem affecting acuity and operable eye diseases.

*Section 200.6 of the Regulations of the Commissioner of Education.

PHYSICALLY HANDICAPPED--Children who manifest a condition which incapacitates them and includes orthopedic, neurological, and other medical conditions which result in inability to benefit from the regular educational programs for nonhandicapped children, i.e., without some form(s) of special assistance.

MULTIPLY HANDICAPPED--Those children, who because of the multiplicity of their handicapping conditions, require intervention by more than one certified specialist in the area of education of the handicapped. (This is not an aidable category for double apportionment.)

NOTE: If any children in your district have a multiplicity of handicaps, they should be reported in Section I in the appropriate column according to their primary handicapping condition.

OTHER SPEECH IMPAIRED--Other speech impaired children include those children who are not reported as severely speech impaired or hearing impaired for 2.0 weighting but who receive special educational services by the teacher of speech and hearing handicapped because they have disorders of voice, articulation, language, fluency, or hearing that interfere with communication. (NOT AIDABLE UNDER SECTION 200.6 OF COMMISSIONER'S REGULATIONS)

NOTE: Children with minor articulatory deviations or dialect differences should not be included.

TYPES OF SERVICE

ITINERANT SERVICE--This is special instructional service provided by a certified teacher of the handicapped to handicapped children in two or more buildings, i.e., the teacher does not spend all of the day in just one location.

RESOURCE ROOM--The resource room is a specially equipped classroom staffed by a full time certified teacher of the handicapped who provides individual or small group special instructional service to handicapped children who are enrolled in the resource room or in regular and/or special classes.

SPECIAL CLASSES--Special classes are classes for children with the same primary handicap who require a special educational environment and/or a different developmental curriculum. The classes are staffed by teachers certified in the area of the particular handicap.

SECTION II--INSTRUCTIONS

PROGRAM REPORT FOR DISTRICT PROGRAMS FOR HANDICAPPED CHILDREN FOR WHICH DOUBLE APPORTIONMENT WILL BE CLAIMED

GENERAL INFORMATION

The Additional Apportionment provisions of Section 3602 of the Education Law provide for special state aid apportionment for "pupils with handicapping conditions" in any school district. The additional apportionment is to be used for educationally advantageous programs, meaning instructional programs that are "clearly designed to achieve in an efficient manner pupil learning objectives which are consistent with the handicapping conditions of the pupils served" (Commissioner's Regulations 200.6-c).

It is stipulated that these funds must be expended in an authorized manner which means:

(1) That your district must report the number of handicapped children receiving special educational services;

(2) That your district's programs must be approved by the department;

(3) That your district must prepare and have on file plans for the programs;

(4) That your district must report annually on the expenditure of the preceding year's apportionment; and

(5) That your district must report annually an evaluation of the results obtained from the expenditures (Education Law, Section 3602, Subdivision 10).

There are two sets of items in Section II of PHC-1. The first set are General Criteria items, listed on page 1 of the Section II form. These General Criteria items apply to all district programs for which double apportionment will be claimed. All of the General Criteria items are therefore to be completed (see the Reporting Procedures part of these Section II-Instructions for detailed directions).

The second set are Program Information items. These items are grouped into six categories of handicapping conditions, and you are to complete only those groups of Program Information items that apply to the handicap categories in which you have reported enrollment (in Section I) in programs operated by your district or by BOCES for which double apportionment will be claimed.* The six groupings are as follows: Mentally Retarded; Emotionally Disturbed; Severely Speech Impaired; Hearing Impaired; Visually Impaired; Physically Handicapped.

* If children in an approved BOCES resource room are being claimed for double apportionment, the cover page to PHC-1 should also contain the signature of the Executive Officerof the BOCES operating the resource room.

The Program Information items include not only program criteria for special class and home instruction programs, which are derived directly from Sections 200.1, 200.2, 200.3, and 200.6 of Commissioner's Regulations, but also program descriptors for itinerant service and resource room programs. You are urged to be as explicit as possible in describing the frequency and duration of service provided to the handicapped children. Liberal use of the "Additional Information or Explanation" sections and/or the attachment of explanatory statements are recommended.

Note carefully that the numbers of handicapped children reported in Section I in the "Programs Operated by this School District" columns plus those reported in the "BOCES Program-Resource Room" column for whom the district will request double apportionment (not BOCES Aid) should equal the total number of handicapped children reported in the Program Information sections. THEREFORE, THE PERSON COMPLETING SECTION I AND THE PERSON COMPLETING SECTION II (IF NOT THE SAME PERSON) MUST DOUBLE-CHECK THEIR PUPIL COUNTS IN THE TWO SECTIONS FOR CONSISTENCY.

The information that is provided in the Section II form will be reviewed by the appropriate program specialists in the Office for Education of Children with Handicapping Conditions. If all of the criteria specific to special class or home instruction programs are not met by your district, a statement of explanation or a request for variance must be included in the appropriate "Additional Information or Explanation" space provided at the end of each section of the report. If a program specialist determines that more information is necessary about any program(s), your district will be contacted for clarification of the point(s) in question and may be requested to submit a copy of the amended District Plan.

REPORTING PROCEDURES

General Criteria

A yes or no response must be given for each statement. The statements on this page apply to all programs for handicapped children that your district operates or for which double apportionment will be claimed. If a "No" response is necessary for a statement, give an explanation in the "Additional Information or Explanation" space provided on that page. If your district has no special classes do not check either response to item #6.

Program Information

At the beginning of each of the handicap categories in Section II you will find some initial questions that generally apply to any or all types of programs within that handicap category. The initial questions must be answered in each handicap category in which your district operates programs or for which double apportionment will be claimed with the exception of the following:

Mentally retarded - Question 2 is answered only if your district provides special classes in this handicap category.

Visually impaired - Question 3 is answered only if your district has legally blind children.

After answering the initial questions, complete the subsequent information that applies to the types of programs in your district for children with that particular handicap. Within any single handicap category, it is possible to have more than one type of program. Various types of programs include:

1. Special Class
2. Resource Room
3. Itinerant Service
4. Home Instruction

You are to complete the information only for the types of programs operated by your district for children with that particular handicap. For each type of program you are to respond to all items. Be sure to supply information about resource rooms operated by BOCES for which double apportionment will be claimed.

Example: If you provide (1) special classes for educable mentally retarded children, (2) itinerant service for severely speech impaired children, and (3) home instruction for physically handicapped children; you would respond to the following items:

(1) For Mentally Retarded - General Items, i.e.; 1,2 (p.35) and items under Special Classes for Educable Mentally Retarded, i.e.; items 8-12 (p. 35).

(2) For Severely Speech Impaired - General Items, i.e.; 1,2 (p.39) and items under Itinerant Service, i.e.; items 3,4,5 (p. 39).

(3) For Physically Handicapped - General Items i.e.; 1 (p. 45) and items under Home Instruction, i.e.; items 15 and/or 16, 17 and/or 18 (p.46).

Summary

When you have completed the Program Report, you will have:

1. Answered the General Criteria questions.

2. Answered the appropriate initial Program Information questions in each handicap category for which your district will be claiming double apportionment.

3. For each type of program within each handicap category,

   (a) inserted the numbers of children and numbers of teachers or classes

   (b) answered all subsequent Program Information questions for those types of programs for which your district will be claiming double apportionment

4. Provided an explanation for each "No" answer.

5. (Optional) Included statements of additional information.

6. Checked for consistency, the number of children reported in Section II with those in Section I for whom you are (or will be) claiming double apportionment.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office for the Education of Children
with Handicapping Conditions
55 Elk Street
Albany, New York 12234

PHC-1

Report on Enrollment of Handicapped Children and
Handicapped Program Report
Fall 1975

PERSON COMPLETING THIS FORM

NAME _____

TITLE _____

PHONE _____
(Area Code) (Number)

Signature of Chief
School Officer _____ Date: ____/____/____
Mo. Day Year

PHC-1. Section I - Resident Handicapped Children by Type of Handicap and Agency Through Which Services are Provided

Fall 1975

District Code | | | | | | |

	1	2	3	4	5	6	7	8	9	10	11	12	
Handicapping Condition (Count individuals in one category only)	Programs Operated by This School District				BOCES Programs			Other Public School Districts	Special State Operated and Supported (4201) for the Deaf and Blind	State Supported Nonpublic Schools Under Section 4407	Nonpublic Schools Under Section 4404 2b	Other Nonpublic Schools	Other Agencies or Institutions	Total
	Itinerant Services	Resource Room	Special Class	Home Instruction	Itinerant Services	Resource Room*	Special Class							
Educable Mentally Retarded									[redacted]					
Trainable Mentally Retarded	[redacted]													
Emotionally Disturbed														
Severely Speech Impaired														
Other Speech Impaired **														
Deaf														
Hard of Hearing									[redacted]					
Legally Blind														
Partially Sighted									[redacted]					
Physically Handicapped														
Total Handicapped														

*Please check here if double apportionment will be claimed for any of the children receiving resource room services from BOCES . . . ☐

** This handicap is not eligible for double apportionment aid.

PHC-1 SECTION II
Program Report

District Programs for Handicapped Children

General Criteria

Please check the appropriate response for each item:

		Yes	No
1.	Does the District have prepared written District Plans on file in each handicap area for the instructional programs provided to handicapped children?	☐ (1)	☐ (2)
2.	Does the District Committee on the Handicapped function in accordance with the Commissioner's Regulations?	☐ (1)	☐ (2)
3.	Has the District Committee on the Handicapped reviewed the records of each handicapped child and recommended placement in a special educational program?.	☐ (1)	☐ (2)
4.	Has the list of the members of the District Committee on the Handicapped been submitted to the Office for the Education of Children with Handicapping Conditions?.	☐ (1)	☐ (2)
5.	Are appropriate records on file indicating that the children need special educational services?.	☐ (1)	☐ (2)
6.	Are children in special classes integrated into regular school activities suitable to their needs and abilities?	☐ (1)	☐ (2)

Additional Information or Explanation:

PROGRAM INFORMATION

MENTALLY RETARDED

1. Has each child been diagnosed as mentally retarded in accordance with the legal definitions and Regulations of the Commissioner? . Yes (1) | No (2)

2. Are teachers providing the special educational services to mentally retarded children in special classes certified as teachers of the mentally retarded? . . . . . Yes (1) | No (2)

Special Classes for Trainable Mentally Retarded

3. Number of Children. . . . . |_____|

4. Number of Classes . . . . . |_____|

5. Is the chronological age span of children in each special class within a four year range? . . . . . Yes (1) | No (2)

6. Is the enrollment limited to 10 in each class for children whose chronological age is under 12? . . . . . Yes (1) | No (2)

7. Is the enrollment limited to 12 in each class for children whose chronological age is 12 years or older? . . . . . Yes (1) | No (2)

Special Classes for Educable Mentally Retarded

8. Number of Children. . . . . |_____|

9. Number of Classes . . . . . |_____|

10. Is the chronological age span of children in each special class within a three year range?. . . . . Yes (1) | No (2)

11. Is the enrollment in each elementary class limited to 15 children? . . . . . Yes (1) | No (2)

12. Is the enrollment in each secondary class limited to 18 children? . . . . . Yes (1) | No (2)

MENTALLY RETARDED (Cont'd.)

Resource Room for Educable Mentally Retarded

13. Number of EMR children with basic enrollment in regular classrooms . . . . . | | |

Specify the average frequency and duration of service received by educable mentally retarded children in terms of the number of times per week in resource room and the length of each session:

Frequency Per Week	Duration of Each Session	
	HR	MIN

14. Number of EMR children with basic enrollment in resource rooms . . . . . | | |

15. Number of other handicapped children receiving services in the resource rooms with EMR children. . . . . | | |
(Specify other handicap(s) _____)

16. Number of resource rooms. . . . . | | |

17. Number of teachers of handicapped children providing special educational services in resource rooms. . . . . | | |

Home Instruction for Mentally Retarded*

18. Are any TMR or EMR children receiving home instruction? . . . . . Yes (1) | | No (2) | |

If yes, complete items a-d in this section and attach a detailed explanation.*

	EMR	TMR
a. Number of mentally retarded children at the elementary level .		
b. Number of mentally retarded children at the secondary level. .		

c. Does each child of elementary age receive at least five hours of instruction weekly. . . . . Yes (1) | | No (2) | |

d. Does each child of secondary age receive at least ten hours of instruction weekly. . . . . Yes (1) | | No (2) | |

*Home instruction is rarely appropriate for TMR or EMR children.

Additional Information or Explanation:

EMOTIONALLY DISTURBED

1. Has each child been diagnosed as emotionally disturbed in accordance with the legal definitions and Regulations of the Commissioner? . . . . . Yes (1) ☐ No (2) ☐

2. Are the teachers who provide special educational services to emotionally disturbed children certified as teachers of special education with a concentration in the area of the emotionally handicapped? . . . . . Yes (1) ☐ No (2) ☐

Special Classes for Emotionally Disturbed

3. Number of Children . . . . . ☐☐

4. Number of Classes . . . . . ☐☐

5. Is the chronological age span in each special class within a three year range? . . . . . Yes (1) ☐ No (2) ☐

6. Is the enrollment in each special class limited to ten children? . . . . . Yes (1) ☐ No (2) ☐

Resource Room for Emotionally Disturbed

7. Number of emotionally disturbed children with basic enrollment in regular classes . . . . . ☐☐

Specify the average frequency and duration of service received by emotionally disturbed children in terms of the number of times per week in resource room and the length of each session:

Frequency Per Week	Duration of Each Session	
	HR	MIN
☐☐	☐☐	☐☐

8. Number of emotionally disturbed children with basic enrollment in the resource rooms . . . . . ☐☐

9. Number of other handicapped children receiving services in the resource rooms with emotionally disturbed children. . . . . ☐☐
(Specify other handicap(s)

10. Number of resource rooms. . . . . ☐☐

11. Number of teachers of handicapped children providing special educational services in the resource rooms. . . . . ☐☐

Itinerant Service for Emotionally Disturbed

12. Number of children. . . . . |_____|

Specify the average frequency and duration of service received by emotionally distrubed children from itinerant teacher in terms of the number of times per week and the length of each session:

Frequency Per Week	Duration of Each Session	
	HR	MIN

13. Number of teachers providing itinerant service to emotionally disturbed children. . . . . |_____|

14. Number of other handicapped children receiving services from the teachers listed above . . . . . |_____|
(Specify other handicap(s)_____)

Home Instruction for Emotionally Disturbed

15. Number of elementary children . . . . . |_____|

16. Number of secondary children. . . . . |_____|

17. Does each elementary child receive a minimum of five hours of instruction weekly. . . . . Yes |__| (1) No |__| (2)

18. Does each secondary child receive a minimum of ten hours of instruction weekly. . . . . Yes |__| (1) No |__| (2)

Additional Information or Explanation:

SEVERELY SPEECH IMPAIRED

Note: This section applies only to severely speech impaired children. It does not apply to "other speech impaired" children, for whom services do not qualify for double apportionment.

1. Has each child been diagnosed as severely speech impaired in accordance with the legal definitions and Regulations of the Commissioner? . . . . . Yes ☐ (1) No ☐ (2)

2. Are teachers providing special educational service to severely speech impaired pupils certified as teachers of the speech and hearing handicapped? . . . . . Yes ☐ (1) No ☐ (2)

Itinerant Service for Severely Speech Impaired

3. Number of children who receive individual special educational service daily . . . . . ☐

Specify the average duration of daily service received by severely speech impaired children from itinerant teacher in terms of the length of each session:

Duration of Each Session

HR	MIN

4. Number of children who receive special educational service daily in groups of 2 or 3 . . . . . ☐

Specify the average duration of daily service received by severely speech impaired children in groups of 2 or 3 from itinerant teacher in terms of the length of each session:

Duration of Each Session

HR	MIN

5. Number of teachers of speech and hearing handicapped who provide the instruction . . . . . ☐

Resource Room for Severely Speech Impaired

6. Number of resource rooms . . . . . ☐

7. Number of severely speech impaired children with basic enrollment in resource rooms . . . . . ☐

8. Number of severely speech impaired children with basic enrollment in regular classrooms who are provided daily instruction in resource rooms by teachers of the speech and hearing handicapped . . . . . [ ]

Specify the average duration of daily service received by severely speech impaired children in resource room in terms of the length of each session:

Duration of Each Session	
HR	MIN

9. Number of teachers providing special educational service in the resource rooms . . . . . [ ]

Additional Information or Explanation:

HEARING IMPAIRED

1. Has each child been diagnosed as deaf or hard of hearing in accordance with the legal definitions and Regulations of the Commissioner? . . . . . Yes (1) ☐ No (2) ☐

2. Are teachers providing special educational service to deaf or hard of hearing children certified as teachers of the deaf or the speech and hearing handicapped? . . . . . Yes (1) ☐ No (2) ☐

Itinerant Service for Hearing Impaired

	Hard of Hearing	Deaf
3. Number of Children.		

Specify the average frequency and duration of service received by Hearing Impaired children from itinerant teacher in terms of the number of times per week and the length of each session:

Frequency Per Week	Duration of Each Session	
	HR	MIN

4. Number of teachers providing the special educational service. . . ☐

Resource Room for Hearing Impaired

5. Number of resource rooms. . . . . ☐

	Hard of Hearing	Deaf
6. Number of hearing impaired children with basic enrollment in the resource rooms.		

7. Number of hearing impaired children with basic enrollment in regular classrooms who are provided instruction in the resource rooms by teachers of the speech and hearing handicapped . . . . . ☐

Specify the average frequency and duration of service received by hearing impaired children in terms of the number of times per week in resource room and the length of each session:

Frequency Per Week	Duration of Each Session	
	HR	MIN

8. Number of teachers providing special educational services in the resource rooms. . . . . ☐

Special Classes for the Deaf

9. Number of Children. . . . . |_____|

10. Number of Classes . . . . . |_____|

11. Is the chronological age span of children in each special class within a three year range. . . . . Yes |_| (1) No |_| (2)

12. Is the enrollment in each elementary special class limited to ten children? . . . . . Yes |_| (1) No |_| (2)

13. Is enrollment in each secondary class limited to 15 children? . . . . . Yes |_| (1) No |_| (2)

14. Is each special class taught by a certified teacher of the deaf? . . . . . Yes |_| (1) No |_| (2)

Additional Information or Explanation:

VISUALLY IMPAIRED: LEGALLY BLIND AND PARTIALLY SIGHTED

1. Has each child been diagnosed as legally blind or partially sighted in accordance with the legal definitions and Regulations of the Commissioner? . . . . . Yes (1) | No (2)

2. Are teachers providing special educational service to legally blind or partially sighted children certified to teach the blind and partially sighted? . . . . . Yes (1) | No (2)

3. Are all legally blind children registered annually with the Bureau for Physically Handicapped Children and receiving special media educational materials from the Bureau? . . . . . Yes (1) | No (2)

Itinerant Service for Visually Impaired

	Totally Blind	Other Blind
4. Number of legally blind children.		

Specify the average frequency and duration of service received by legally blind children from itinerant teacher in terms of the number of times per week and the length of each session:

Frequency Per Week	Duration of Each Session	
	HR	MIN

5. Number of partially sighted children. . . . . |_____|

Specify the average frequency and duration of service received by partially sighted children from itinerant teacher in terms of the number of times per week and the length of each session:

Frequency Per Week	Duration of Each Session	
	HR	MIN

6. Number of itinerant teachers providing service to legally blind and partially sighted children. . . . . |_____|

Resource Room for Visually Impaired

	Totally Blind	Other Blind
7. Number of legally blind children.		

Specify the average frequency and duration of service received by legally blind children in terms of the number of times per week in resource room and the length of each session:

Frequency Per Week	Duration of Each Session	
	HR	MIN

8. Number of partially sighted children. . . . . |_____|

Specify the average frequency and duration of service received by partially sighted children in terms of the number of times per week in resource room and the length of each session:

Frequency Per Week	Duration of Each Session	
	HR	MIN

9. Number of resource room teachers providing service to legally blind and partially sighted children. . . . . |_____|

Additional Information or Explanation:

PHYSICALLY HANDICAPPED

1. Has each child been diagnosed as having a physiological condition due to medical, orthopedic, or neurological problems in accordance with the legal definitions and Regulations of the Commissioner? . . . . . | Yes (1) | No (2) |

2. Are teachers providing special educational service to children certified as teachers of special education with a concentration in the area of the physically handicapped? . . . . . | Yes (1) | No (2) |

Itinerant Service for Physically Handicapped

3. Number of children. . . . . |_____|

Specify the average frequency and duration of service received by physically handicapped children from itinerant teacher in terms of the number of times per week and the length of each session:

Frequency Per Week	Duration of Each Session	
	HR	MIN

4. Number of teachers providing the service. . . . . |_____|

Resource Room for Physically Handicapped

5. Number of physically handicapped children with basic enrollment in regular classrooms . . . . . |_____|

Specify the average frequency and duration of service received by physically handicapped children in terms of the number of times per week in resource room and the length of each session:

Frequency Per Week	Duration of Each Session	
	HR	MIN

6. Number of physically handicapped children with basic enrollment in resource rooms . . . . . |_____|

7. Number of other handicapped children receiving services in the resource rooms with physically handicapped children . . . . . |_____|
(Specify other handicap(s)_____)

8. Number of resource rooms. . . . . |_____|

9. Number of teachers of handicapped children providing special educational services in resource rooms. . . . . |_____|

Special Classes for Physically Handicapped

10. Number of Children. . . . . |_____|

11. Number of Classes . . . . . |_____|

12. Is the chronological age span of children in each special class within a 3 year range?. . . . . Yes |__| (1) No |__| (2)

13. Is enrollment in each elementary special class limited to 10 children? . . . . . Yes |__| (1) No |__| (2)

14. Is enrollment in each secondary class limited to 15 children? . . . . . Yes |__| (1) No |__| (2)

Home Instruction for Physically Handicapped

15. Number of elementary children . . . . . |_____|

16. Number of secondary children. . . . . |_____|

17. Does each elementary child receive at least five hours of instruction?. . . . . Yes |__| (1) No |__| (2)

18. Does each secondary child receive at least ten hours of instruction weekly. . . . . Yes |__| (1) No |__| (2)

Additional Information or Explanation:

Amendment to District Plan - PHC

Our experience during 1974-75 with plans developed for handicapped pupils using the standard plan Form 241-1P, convinced us that the information generated was inadequate. Therefore, we are asking each district to amend its plan for handicapped children using the amendment form which follows. Districts which are developing programs for handicapped pupils for the first time during 1975-76 will have to develop both the plan (241-1P) and the amendment.

The amendment form includes specific information not explicitly required to complete 241-1P. The information needed for the amendment should be useful to you as you plan and assess services your district provides for handicapped children. Having this information available also could save both your staff and Department staff much time as they communicate about the nature of your program.

After you have completed the amendment, attach it to your 241-1P. It does not have to be submitted to the Department. Form 241-1P, the plan form, is included in these Guidelines and follows the amendment form on pages 61 to 70 . Form 241-1P has been designed to be used for PHC and PSEN programs. You will indicate in the appropriate space in item I of form 241-1P whether the Plan is for PSEN programs or PHC programs.

AMENDMENT TO DISTRICT PLAN

Plan of Activities for Handicapped Children

General Information

Form 241-1P for recording the district's plan for handicapped children was included in the June 1974 publication, "Plan and Annual Report Requirements for Compliance with the Additional Apportionment Provisions of Chapter 241 of the Laws of 1974." A copy of form 241-1P is also included in this publication on pages to . If your district did not have any locally operated programs for handicapped children during 1974-75, the 1-P is to be completed for 1975-76 programs. The 1-P is to cover all programs for which double apportionment aid will be claimed. This includes BOCES-operated resource rooms for which double apportionment rather than BOCES aid will be claimed.

Each school district is also to amend the 1-P to include the information specified on the attached sheets. There are two parts to the Amendment: Part 1, Overall District Plan, amends what is now the 241-1P; Part 2, Specific Program Plan by Handicap provides specific information about particular handicap programs. The major change from last year is that separate plans (Part 2) will be developed for each handicap category in which a district has a special educational program for which double apportionment will be claimed.

When the forms are completed, they are to be attached to the existing 1P on file in the district office. Unless a specific request is received by a district, these plan documents are to remain in the district office; a program specialist in the Office for Education of Children with Handicapping Conditions may make such a request. No Planning Report (Form 241-2P, 6/74) will be required of districts during the 1975-76 school year.

Part 1 of the Amendment to District Plan includes general information for all district programs for which double apportionment will be claimed. Part 2, Specific Program Plan, of the Amendment includes specific information about district programs by category of handicap. For example, if your district has programs for educable mentally retarded, emotionally disturbed, and severely speech impaired children, three separate Specific Program Plans will be completed: one for the educable mentallly retarded program, one for the emotionally disturbed program, and one for the severely speech impaired program.

However, the program staff member(s) completing the Specific Program Plan amendments may find it advantageous to prepare separate Part 2 sections for each type of service provided to children with a particular handicap, or for each level at which a service is provided. Such a practice is recommended. For example, if your district provides both special class and resource room service for emotionally disturbed children, a Part 2 for the special class and a Part 2 for the resource room would be advisable.

It is suggested that the entries in Item 11, "Amount Budgeted," of the 1P be reviewed and, if necessary, revised to reflect 1975-76 planned expenditures in programs for handicapped children receiving double apportionment.

In summary, when both parts of the Amendment to District Plan have been completed and attached to the original 1P, the district will have (1) the 1P; (2) Part 1 of the Amendment; and (3) Specific Program Plans (Part 2 of the Amendment) for each category of handicap for which the district has a special educational program.

If you have questions about this form, its items, or directions, call 518: 474-2708 for clarification.

Reporting Procedures for Amendment to District Plan

Instructions for Part 1: Overall District Plan

Item 1: Check each handicap category in which the district provides a special educational program.

Item 2-a: The definitions of teacher certification in each handicap category are based on Sections 80.30, 80.31, and Sections 200.1, 200.3, and 200.6 of the Commissioner's Regulations. In addition, Section 80.6, effective as of February 1, 1975, provides for a certification category "teacher of special education" that applies to teaching the mentally, physically, emotionally and multiply handicapped.

Indicate the number of teachers with each certification providing service to handicapped children in district-sponsored programs. Full-time equivalents are to be indicated.

Note 1: If a teacher's time is divided between programs for handicapped receiving double apportionment and programs not receiving double apportionment, indicate only the fraction of the teacher's service in double apportionment programs.

Example: The district employs 3 teachers of the speech and hearing handicapped. One-fourth of Teacher A's time is spent in programs for handicapped receiving double apportionment. One-half of Teacher B's time is so spent. One-eighth of Teacher C's time is so spent. The total amount of the three teachers' time in programs for handicapped receiving double apportionment is 1/4, 1/2, 1/8, for a total of 7/8. Thus, 7/8 should be recorded as the number of teachers of the speech and hearing handicapped.

Note 2: If a teacher is not a full-time employee, only the proportion of full-time equivalent service in double apportionment programs should be entered.

Example: A teacher of the blind and partially sighted is employed for a half day, five days a week. One-half should be recorded as the number of teachers of the blind and partially sighted.

Item 2-b: Indicate the number of full-time equivalent professional support staff; include only that proportion of their time that is directly involved with handicapped children in programs for handicapped receiving double apportionment. See Examples in Notes 1 and 2 above.

Item 3: Last year's report of "Plan of Activities" (Form 241-1P) included budget lines for administrators, teachers, teacher aides, consultants, and other personnel. Item 3 in Part 1 of this year's Amendment is an expansion of the "Other" category under "Personnel" in last year's 241-1P plan. For the four categories of personnel listed, estimate the amount of additional aid monies that will be used for the part of their service directly related to district programs for handicapped receiving double apportionment.

Example: The district employs a work study coordinator; 30% of the work study coordinator's time is spent in work directly related to handicapped children in programs for handicapped receiving double apportionment. Estimate the amount of additional aid monies apportioned to handicapped children that will be used to provide the service.

Item 4: For each statement that is listed, a check (✓) should be made if the information is available.

Item 5: For each statement that is listed, a check (✓) should be made if the information is available or if the procedure has been followed.

Instructions for Part 2: Specific Program Plan by Handicap

For each handicap category checked in Item 1 on Part 1 of the Amendment, at least one Part 2 should be completed. As noted on p. 1 in the General Information section, it may be advantageous to prepare separate Part 2 sections within each handicap category for each type of service provided or for each level at which the same service is provided.

Item 1: Check one handicap category. All subsequent items apply to the one handicap checked.

Item 2:

CHILDREN

Number: A child should be counted only in one type of service category, thereby providing an unduplicated count.

Age Range: Indicate the age range(s) of the children for each type of service. If there is a type of service such as itinerant service by a teacher of the speech and hearing handicapped for all severely speech impaired children in the district, the ages of the youngest and oldest children would be given: 5-17. If there are a number of groupings of handicapped children served, the age range of each group would be given: 5-7, 8-11, etc.

Instructions for Part 2: Specific Program Plan by Handicap (Cont'd.)

Grade Placement: Indicate the grade placement of the children receiving each type of service, if appropriate. If the instructional level of the children seems more appropriate that may be specified and notation made that it is not grade placement. In situations such as a plan for Educable Mentally Retarded children involving classes designated as primary, intermediate, junior high, or senior high those terms may be used to specify grade placement.

TEACHERS

Number: Indicate the number of certificated teachers of the handicapped providing the type of service. If any teachers are not certificated in the appropriate category of handicap, a note of explanation should be added. The number of teachers should be actual counts of teachers providing special educational service to handicapped children. Do not include counts of homeroom teachers or others who do not provide specific handicap-related services.

Note: Use of "Other" category:

It is expected that each child will be receiving special educational service in only one type of program. If one or more children receive services in more than one type of program, list them under "Other" and describe the services.

If the district provides a type of program that is not listed, the number of children should be listed under "Other" and the type of program should be explained.

Item 3: A variety of information can be used to determine a child's needs. Standardized tests (achievement, I.Q.) and criterion-referenced tests are important sources of information. However, other factors such as the following should not be overlooked: family income, parent's level of education, parental attitude toward education, professional judgment, child's interests, child's aptitude. Thus, data from specific tests and other sources of information should be described. Commercially published tests should be indicated by title, form used, dates administered, and other pertinent information.

Item 4: Objectives

(a) Long range objectives related to the identified needs of the children should be stated in behavioral terms. Cognitive objectives appropriate for children with the particular handicap should be included. Affective and/or psychomotor objectives can be included whenever applicable. The objectives should include an approximate date for expected accomplishment.

Instructions for Part 2: Specific Program Plan by Handicap (Cont'd.)

(b) Since short range objectives are subject to frequent change or modification and are pertinent to the needs of individual children, they should be maintained by the teacher directly involved in providing the special educational service. List the teachers from whom the short range objectives are available. Include the responsibility of the teacher.

Example:

Name	Responsibility
Helen Morrow	Primary Special Class
John Anderson	High School Resource Room

Item 5: A specific means of evaluation should be devised to assess the effectiveness of the program for each handicapped child, i.e., to determine to what extent the program's objectives are being achieved for each individual. Data sources for evaluation have commonly included results from standardized norm-referenced tests. However, the data from criterion-referenced tests and behavioral checklists should be included whenever appropriate.

Item 5-a: Specify the sources of data to be used in evaluating the progress of each handicapped child. The sources should be appropriate to the objectives of the particular handicapped program. Citation of commercially published materials should include the title, level, and form of the test. Whenever locally-devised materials are used, a copy should be attached to the Amendment.

Item 5-b: Specify the method(s) to be used in evaluation. One or a combination of the following should be used:

- Pretest/posttest gain v expected gain without activity (historical growth)
- Pretest/posttest gain v local, state, or national norms
- Pretest/posttest (gain) v pretest/posttest (gain) from previous year
- Case study
- Professional team observation rating
- Pretest/posttest criterion-referenced test
- Other appropriate means of evaluation (specify and describe)

Instructions for Part 2: Specific Program Plan by Handicap (Cont'd)

Item 5-c: Specify the procedures to be used in the analysis of evaluation data.

Include statistical analyses, e.g., t-test, F-test, or other appropriate procedures used to compare an individual's

(1) pretest/posttest scores on criterion-referenced tests;or

(2) pretest/posttest scores on norm-referenced tests.

Note: The methods and procedures listed in 5-b and 5-c above, with the exception of behavioral checklists, are described in the District Evaluator's Handbook of Selected Evaluation Procedures for Categorically Aided Programs Serving Disadvantaged Learners (a State Education Department publication which was distributed to each district in 1972 and again in 1974, and is now out of print).

AMENDMENT TO DISTRICT PLAN FOR
HANDICAPPED CHILDREN

Part 1: Overall District Plan

1. The district sponsors double apportionment programs for children with the following handicaps: (check those which apply)

_____Trainable mentally retarded
_____Educable mentally retarded
_____Emotionally disturbed
_____Severely speech impaired
_____Hard of Hearing
_____Deaf
_____Legally Blind
_____Partially sighted
_____Physically handicapped

2. Full-time equivalent staff providing services in district-sponsored programs:

a. Certified Teachers of the handicapped*

_____Teachers of the mentally retarded -TMR classes
_____Teachers of the mentally retarded- EMR children
_____Teachers of the emotionally disturbed
_____Teachers of speech and hearing handicapped
_____Teachers of the deaf
_____Teachers of the blind and partially sighted
_____Teachers of physically handicapped children

b. Comprehensive Support Services Team

_____Director of Special Education
_____Supervisor of Special Education
_____Psychologists
_____Social Workers
_____Work-Study Coordinator
_____Other (please describe)_____

3. Budget: estimated expenditures for personnel

_____Psychologist
_____Social Workers
_____Work-Study Coordinator
_____Supervisors

*see instructions for references

4. Committee on the Handicapped

_____Records of the identification and evaluation procedures used with each handicapped child in the district are on file in the district office.

_____Records of the recommendations for placement for each handicapped child are on file.

_____The frequency and nature of the periodic re-evaluation of each handicapped child are specified in the committee's records.

5. Program

_____Specific needs have been determined for each child.

_____Specific objectives have been developed for each child from the list of needs.

_____The needs and specific individual objectives for each child are available from the teacher providing the special educational service to that child.

_____The teacher providing the special educational service maintains and has available records of each child's individual progress.

Part 2: Specific Program Plan by Handicap

1. Handicap category (check one)

_____Trainable mentally retarded
_____Educable mentally retarded
_____Emotionally disturbed
_____Severely speech impaired
_____Hard of hearing
_____Deaf
_____Legally blind
_____Partially sighted
_____Physically handicapped

2. Number, age and grade placement of children and number of certified teachers of the handicapped for each type of service (unduplicated count).

Type of Service	CHILDREN			TEACHERS
	Number	Age Range in Years	Grade Placement	Number
Special Class				
Resource Room				
Itinerant Service				
Home Instruction				
Other (describe)				
_____				

3. Instruments and/or procedures used in assessing the needs of each child with this handicap.

4. Objectives

   a. Long range (one to three years)

   b. Short range (one week to one year) objectives are available from the following teachers who provide the special educational service:

Name	Responsibility
_____	_____
_____	_____
_____	_____

Item 5. Program Evaluation

a. Sources of Data

b. Method(s) to be used (e.g., instrumentation, dates of testing)

c. Data Analysis Procedures

Plan of Activities (241-1P)

The 241-1P is the form which was used during 1974-75 as the basic plan format for programs for handicapped pupils and for pupils with special educational needs. The additional apportionment legislation requires the development of an acceptable plan every three years for each of these programs. The 241-1P is reproduced on the pages which follow in the event that you are: a) developing a plan for the first time, or b) extensively revising your existing plan. The 241-1P is to be held in the district.

Those districts claiming double apportionment for handicapped pupils are also required to complete the Amendment to the District Plan for Pupils with Handicapping Conditions and to attach it to their 241-1P's. The Amendment is included in these Guidelines in pages 47 to 59 .

Worksheet 241-1P
(6/74)

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

WORKSHEET TO BE USED TO COMPLETE Form 241-1P

Instructions:

a. Use this worksheet when completing Form 241-1P.

b. Items on this worksheet are numbered to correspond to related items on Form 241-1P.

c. This worksheet is for guidance only. District personnel are encouraged to use locally developed planning guidelines where appropriate to explicate items on Form 241-1P.

PAGE 1: TITLE PAGE

Item #1. The same format will be used for documenting the plan of activities for pupils with handicapping conditions and pupils with special educational needs. The appropriate target pupil group should be indicated by placing a (✔) as indicated.

Item #3. If the program of services will be confined mainly to one building, then the plan should be considered a building plan; and the name of the building should be indicated. However, if the plan involves providing a service to children in several buildings from central office resources (e.g., itinerant teacher for severely speech impaired children in several buildings) then the service provided would be the appropriate plan title.

PAGE 2: Item #7 - PRIORITY PUPIL NEEDS

1. This section should include a statement of the specific needs which have been identified and which have been assigned a high priority.

2. A variety of information can be used to determine a pupil's priority needs. Standardized tests (achievement, I.Q.) are an important source of information; however, other measures such as the following should not be overlooked: family income, parent's level of education, professional judgment, pupil interests, pupil aptitude, and scores on teacher-made tests.

3. For each need include a statement of how it was identified (e.g., standardized test, psychological diagnosis, scholastic record review, community survey).

4. Those needs having the greatest impact on a student's ability to function in school and out of school will be assigned the highest priority. However, other considerations such as human, financial, and fiscal resources are important in determining those needs which the district will attempt to satisfy.

PAGE 2: Item #8 - RELATED PROGRAM OBJECTIVES

1. The objectives should be directly related to the needs. For example, if one of the needs identified is reading (e.g., evidence indicates that pupils average four grade levels below normal), the objectives should include a specific desired change in the level of reading achievement.

2. Since the needs have been selected on a priority basis, the objectives will naturally fall into priority order.

3. The objectives should be written in performance terms and should include a clear statement of expected change in pupil behavior.

4. For each objective, indicate the approximate date when accomplishment is expected.

PAGE 3: Item #9 - SUMMARY DESCRIPTION OF PROGRAM ACTIVITIES

1. Briefly describe the activities which will be carried out to achieve the objectives. For example, to increase reading achievement the activity might be: "a resource room will be available for use of each target pupil an average of three hours per week. The resource room will be staffed by a trained para-professional who will take direction from a reading specialist. The reading specialist will spend an average of two days per week in the building."

2. Keep the description of activities brief. Attempt to communicate the essence of the program's activities, and assume that readers will be knowledgeable about the content of the plan.

3. Those activities which result in "mainstreaming" eligible pupils in regular classrooms with regular students are preferred over those which tend to segregate.

PAGE 3: Item #10 - EVALUATION STRATEGY

1. Indicate the procedures that will be used to determine the extent to which the objectives have been achieved.

2. This will be the evaluation strategy later reported on Section I of the annual report.

PAGE 4: Item #11 - AMOUNT BUDGETED

1. Estimate the amount of additional aid monies apportioned due to pupils with handicapping conditions or pupils with special education needs that will be used to provide supplemental services.

2. Use the categories provided as appropriate.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234

PLAN OF ACTIVITIES FOR PUPILS WITH

(1) HANDICAPPING CONDITIONS _____
or
SPECIAL EDUCATION NEEDS _____
(Check appropriate program)

(2) School District Name _____

(3) Plan Title _____
Name of Building/Program

(4) Date Completed _____ Date Approved by Board of Education _____

(5) Person completing _____

Instructions:

a. Review regulations and program guidelines before completing plan document.

b. Complete in duplicate, maintain original in building/program file and forward copy to Central Office.

c. Use Worksheet 241-1P as a guide to completing this form.

6. Background Information

6.1 Number of pupils to be served by activities described in this plan. _____

6.2 Inclusive grade levels of pupils served. _____

6.3 Number of buildings involved in plan activities (if appropriate) _____

7. Priority Pupil Needs	8. Related Program Objectives

9. Summary Description of Program Activities	10. Evaluation Strategy

11. Amount Budgeted

Category	Amount
• Personnel	
Administrators	_____
Teachers	_____
Teacher Aides	_____
Consultants	_____
Other	_____
• Equipment	_____
• Supplies	_____
• Other (Specify)	
_____	_____
_____	_____
_____	_____
_____	_____
TOTAL	_____

Program Report for Pupils with Special Educational Needs
(PSEN-1)

The program report for pupils with special educational needs is new for 1975-76, and is to be returned to the Department by October 1, 1975. The report is structured to provide Department staff basic information about programs for pupils with special educational needs which your district is operating. The information on PSEN-1 will be used for an initial screening of districts, so please fill it out carefully. Some districts may be contacted to provide more information about these programs for pupils with special educational needs.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Urban Education

Albany, New York 12234

INSTRUCTION MANUAL

PSEN-1

PROGRAM REPORT FOR PUPIL WITH SPECIAL EDUCATIONAL NEEDS

FALL 1975

GENERAL INSTRUCTIONS

Form PSEN-1 PROGRAM REPORT FOR PUPILS WITH SPECIAL EDUCATION NEEDS (PSEN) is designed to collect data on students in the district who have been identified as having special education needs and the programs operating to serve them. The information gathered from this form will, in part, determine whether the district is meeting the criteria required under the additional apportionment provisions of Section 3602 of the Education Law.

The person responsible for completing this form should have overall knowledge of the programs being operated to serve pupils with special educational needs in the district. His or her name and title should appear in the space provided on the front page of the form. Maintain a file copy in the event that we have to contact you for clarification.

After completion, two copies of the form should be signed by the chief school officer of the district and returned on or before October 1 to:

New York State Education Department
Division of Urban Education
Albany, New York 12234

If you require additional forms or need assistance please contact the Division of Urban Education at 518: 474-1321.

1975-76 PSEN PROGRAM REPORT INSTRUCTIONS

ITEM 1. DUPLICATED COUNT OF PUPILS ELIGIBLE FOR PSEN PROGRAMS

Eligibilty of pupils is to be determined as prescribed in Subpart 149.2 (b) of Commissioner's Regulations. Accordingly, a pupil may be eligible because his score(s) on his most recent acceptable standardized reading test and/or mathematics test are two grades or more below norm (except for pupils in grades K-2, whose eligibility may be based on recent acceptable readiness or other test scores which predict a serious deficiency in reading or mathematics by grade three). Pupils in grades K-12 who are eligible on the basis of both reading and mathematics test scores should be counted once in each category.

ITEM 2. DUPLICATED COUNT OF PSEN ELIGIBLES BEING SERVED IN COMPENSATORY EDUCATION

(a) It is the intent of the Law and Commissioner's Regulations that all eligible pupils be served with appropriate programs to meet their special educational needs in reading and mathematics and bilingual education. Programs other than those operating with additional apportionment (PSEN) funds should, however, be taken into account in meeting that intent. Indicate the number of PSEN eligible pupils who are being served in compensatory programs other than PSEN, i.e., ESEA Title I, ESAA, as

well as those in PSEN programs. If a pupil is receiving more than one kind of instruction, record that pupil in each applicable category (i.e., a pupil can be counted more than once). "Bilingual Education" programs are distinct from reading and mathematics programs in which a bilingual methodology is utilized. You would include under the "Bilingual Education" column enrollment in courses, for example, in English speaking (rather than reading) and in bilingual science (rather than mathematics). (b, c) There are circumstances where fewer than the number of eligibles reported in Item 1 are being served, but in this case the district should have proposed in writing to the Division of Urban Education an "alternative definition" and received approval for this alternative definition (cf. Commissioner's Regulations, Subpart 149.2(b)). You are to indicate whether this circumstance applies.

ITEM 3. UNDUPLICATED COUNT OF PSEN ELIGIBLES PARTICIPATING IN PSEN PROGRAMS

In Item 2(a), a count is provided in the three columns under the heading "PSEN Programs" of the pupils receiving each of the three kinds of PSEN instruction (reading, mathematics, bilingual education). If an individual pupil is receiving more than one kind of instruction, he is counted there more than once.

Here a count is required of the number of individual pupils represented by the duplicated figures in the "PSEN Program" columns of Item 2(a). In other words, here a pupil is to be reported only once. The counts of pupils are to be arrived at as follows:

- Bilingual Education Only includes pupils whose PSEN Program participation is limited to bilingual education

- Reading includes pupils whose PSEN Program participation is either reading alone, or reading and bilingual education

- Mathematics includes pupils whose PSEN Program participation is either mathematics alone, or mathematics and bilingual education

- Reading and Mathematics includes pupils whose PSEN Program participation is either reading and mathematics alone, or reading, mathematics and bilingual education.

In sum, if a pupil is receiving bilingual education and something else, the pupil is to be counted in the "something else" category.

ITEM 4. BILINGUAL METHODOLOGY

Regents policy stipulates that the PSEN instructional program employ a bilingual methodology where appropriate and feasible. Enter a check in each applicable grade level to indicate that some or all of the pupils are receiving PSEN program instruction bilingually in reading or math.

ITEM 5. PSEN FUND ALLOCATION

Estimate, to the best of your knowledge, what the distribution of PSEN funds will be during 1975-76 among additional apportionment programs in reading, mathematics, and bilingual education.

ITEM 6. DISTRICT PLAN AMENDED OR REVISED FOR 1975-76

The current District Plan covers a three-year span (1974-75 thru 1976-77); however, it is possible that Districts might make program improvements on the basis of field reviews and/or evaluation reports by the Division of Urban Education. Where such improvements result in changes in eligibility, participants, priorities, objectives, program activities, or items of expenditure, the District Plan should be updated or amended accordingly.

ITEM 7. EVALUATION METHODOLOGIES BEING UTILIZED

Check the appropriate evaluation methodologies being utilized in reading, math, and bilingual education PSEN programs.

ITEM 8. PROGRAM NARRATIVE

For this item a district can provide either a brief narrative or a copy of the District Plan. A narrative should cover such things as priority objectives, pupil selection processes, instructional processes (small group, individualized, etc.), instructional programs (specific reading packages, contact time, etc.) management arrangements (supervision, grade grouping, evaluation responsibility, etc.), and other pertinent factors (relevant pupil personnel services, inservice training, etc.).

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Division of Urban Education
Albany, New York 12234

PSEN-1

Program Report for Pupils With Special Educational Needs
Fall 1975

PERSON COMPLETING THIS FORM

NAME _____

TITLE _____

PHONE _____
(Area Code) (Number)

Signature of Chief
School Officer _____ Date: ___/___/___
Mo. Day Year

(Please Read Instructions Before Completing This Form)

1. Enter in each row the number of pupils eligible for Special Educational Needs programs, according to grade level:

	NUMBER OF PUPILS ELIGIBLE FOR PSEN PROGRAMS												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading													
Math													

2a. Enter the number of PSEN eligibles being served in Compensatory Education Programs:

Grade	PSEN Programs			Other Programs			Total		
	Read.	Math.	B.Ed.*	Read.	Math.	B.Ed.*	Read.	Math.	B.Ed.*
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									

*Bilingual Education

CHECK APPROPRIATE BOX:

b. Are all of the PSEN eligibles identified in each row of Item 1 receiving compensatory instructional services appropriate to their special educational need? Yes ☐ No ☐

If the response to 2(b) is "yes" proceed to Item 3.
If the response to 2(b) is "no" complete 2(c).

c. Has a written request for approval of an "alternative definition" been submitted in accordance with subpart 149.2(b) of Commissioner's Regulations? Yes ☐ No ☐

3. Enter the number of individual, eligible PSEN (i.e., an unduplicated count) participating in additional apportionment (PSEN) programs:

Bilingual Educ.Only	Reading	Mathematics	Reading & Mathematics	Total

4. Indicate the program area(s) and grade(s) in which a bilingual methodology is utilized:

	K	1	2	3	4	5	6	7	8	9	10	11	12
Reading	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Math	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

5. Indicate how PSEN funds will be allocated:

Reading . . . . . $_____

Math. . . . . $_____

Bilingual Education. . . . . $_____

TOTAL - $_____

6. Has the 1974-75 PSEN District Plan been amended or revised for 1975-76. . . . . Yes ☐ No ☐

7. In the table below check (✓) the evaluation methodologies being utilized in the PSEN programs.

Evaluation Methodology	Reading	Math.	B.Ed.
Experimental vs. control group			
Pretest/posttest gain vs. expected gain without this program (historical growth)			
Pretest/posttest gain vs. local, state or national norms			
Pretest/posttest gain vs. pre/posttest gain from last year's class			
Case study			
Professional team observation rating			
National Assessment item sampling procedure			
Pretest/posttest criterion referenced			
Other (Specify:)			

8. Provide a narrative describing the organizational and instructional processes being utilized in the PSEN programs. Also, include a description of any supportive services which may be involved.

PART III - ACCOUNTING GUIDELINES

FOR

ADDITIONAL APPORTIONMENT STATE AID

ACCOUNTING FOR ADDITIONAL APPORTIONMENT STATE AID

Introduction

The State Aid Law which provides for additional state aid apportionments to school districts for specific programs also contains accounting and reporting requirements for these apportionments. General guidelines for the management of these programs are included in earlier sections of these Guidelines. The material which follows describes the accounting requirements related to programs developed using the additional apportionments.

General Requirements for Expenditure

1. All existing restraints on the use of general state aid and local tax levy funds, which are found in such sources as the Department of Audit and Control's Uniform System of Accounts and the Commissioner's Regulations (specifically Subchapter L), apply to the additional apportionment monies. Where exceptions do occur, they are noted below in the explication of each function-object account in the chart of accounts.

2. Districts are required to maintain an audit trail describing the additional apportionment items of expenditure. For this reason, it would be wise for you to maintain copies of worksheets which are used to calculate those portions of programs which are supported by additional apportionment funds. An example of such a worksheet is one used to calculate that part of a teacher's time which is spent working on programs for target pupils.

3. The annual district audit of expenditures should show that the amount of state aid generated by target pupils was spent on programs for those pupils. For example, if a district receives an additional apportionment of $40,000 for handicapped children, the "bottom line" of the FA 2250 account should be $40,000. There are two exceptions to this general rule.

a) Programs for handicapped children will invariably cost more than the additional apportionment for that purpose. Districts which wish to do so may charge the total cost of those programs to the Additional Apportionment Chart of Accounts. In this case, the "bottom line" of the A 2250 account will be higher than the additional apportionment.

b) Some districts may use all or most of the additional apportionments for instructional salaries. Additional apportionments can be used to cover the fringe benefit expenses which are related to these salaries; however, there is no function-object account in the Additional Apportionment Chart of Accounts where this expense can be reported. These should be included with the general fund fringe benefit expenses in the A 900 account series under the heading "Employee Benefits." Where additional apportionment monies are used to cover fringe benefits costs of charged instructional salaries, the "bottom line" will be lower than the additional apportionment. Department staff inspecting the ST-3 will automatically make allowance for differences between the amount appropriated and that reported on the ST-3. This difference should be equivalent to an amount that should be charged to fringe benefits given the reported level of salaries.

General Requirements for Expenditure (Cont'd.)

4. An expenditure which does not normally fall into one of the categories listed on the Additional Apportionment Chart of Accounts is an unauthorized expenditure. For example, no function-object codes are listed for "Pupil Transportation"; therefore, additional apportionment monies cannot be used for transportation expenses. Districts whose program would be seriously jeopardized by this requirement should obtain written approval for an exception from the appropriate program office.

5. The items of expenditure included in a district's additional apportionment audit trail, and reported on the ST-3, should be related to the activities which are described on the district plan (241-1P for PSEN, PHC, and Severely Handicapped; and for Occupational Education programs.) Districts are receiving the additional apportionment to implement planned programs for target pupils; therefore, records of expenditures should indicate that the plan approved by the Board of Education was carried out. District officials are cautioned that this requires close coordination between program and business administrators. The plans, of course, are expected to conform with sound educational practices. Expenditures in support of plans which are not "acceptable to the Commissioner will be declared unauthorized.

Account Codes

The chart of accounts on page 85 sets forth those functional units which should be utilized in connection with accounting for the various additional apportionments together with the most commonly used objects of expense. It should be noted that any of the objects of expense which appear on pages A-39 and A-40 or pages FL-7 and FL-8 of the Uniform System of Accounts for School Districts may be used where appropriate.

All accounting for these special program funds should be done in the appropriation expense ledger of the General Fund. The accounts provided for recording expenses in connection with programs for occupational education programs and severely handicapped pupils are for use by the big five cities only.

Establishment of Appropriations

The amounts to be shown in the appropriation column of each of the accounts which appear on the chart of accounts should reflect at least the amount of additional funds which are received for the specific program in the current year.

Recording and Reporting Expenses

The Annual Financial Report (ST-3) for 1975 - 1976, will include the accounts shown in the attached chart and these accounts should therefore be established by those school districts receiving state aid for each of the special programs as early as possible in the 1975-76 fiscal year.

Additional Apportionment

Chart of Accounts

1. Programs for Handicapped Children

A2250.15	Instructional Salaries
A2250.16	Noninstructional Salaries
A2250.2	Equipment
A2250.4	Contractual Expense
A2250.(4)5	Materials and Supplies
A2250.47	Tuition
A2250.48	Textbooks
A2250.49	BOCES Services

2. Programs for Severely Handicapped Children

A2260.15	Instructional Salaries
A2260.16	Noninstructional Salaries
A2260.2	Equipment
A2260.4	Contractual Expense
A2260.(4)5	Materials and Supplies
A2260.47	Tuition
A2260.48	Textbooks

3. Programs for Pupils with Special Educational Needs

A2270.15	Instructional Salaries
A2270.16	Noninstructional Salaries
A2270.2	Equipment
A2270.4	Contractual Expense
A2270.(4)5	Materials and Supplies
A2270.47	Tuition
A2270.48	Textbooks
A2270.49	BOCES Services

4. Occupational Education (Grades 10-12)

A2280.15	Instructional Salaries
A2280.16	Noninstructional Salaries
A2280.2	Equipment
A2280.4	Contractual Expense
A2280.(4)5	Materials and Supplies
A2280.47	Tuition
A2280.48	Textbooks

Recording and Reporting Expenses (Cont'd.)

Whenever possible, charges to the accounts should be made at the time the expense is incurred. Fringe benefits should not be charged to the various functional units which appear in the chart.

Account by Account Review

Additional and more specific requirements are listed below by function and object. The points listed are intended to reinforce existing statutes and regulations so that the intent of the legislation is carried out. Specific points listed under each function and object apply to all programs covered by the Additional Apportionment Chart of Accounts: a) Programs for Handicapped Children, b) Programs for Severely Handicapped Children, c) Programs for Pupils with Special Educational Needs, and d) Occupational Education (Grades 10-12). The reader is reminded that the accounts for (b) and (d) above apply only to the cities of New York, Buffalo, Rochester, Yonkers, and Syracuse.

1. A 22 (50)(60)(70)(80).15 Instructional Salaries

a. Salaries for personnel providing direct instructional support to target pupils as part of the acceptable additional apportionment plan should be charged to these accounts. This includes teachers and paraprofessionals.

b. In PSEN programs (2270.15), the cost of a staff member should be charged to this account in proportion to the percent of the pupils in the PSEN activity who are eligible.

c. The salaries of pupil personnel support staff required to carry out the district plan may be charged to this account. If the pupil personnel services provided target children are those which they would receive normally by nature of being students in the district, the salaries of the staff providing that service are not an authorized expenditure. It is also an unauthorized expenditure if the services of the PPS staff are not described in the plan and are not therefore integrated with the direct instruction target children are receiving as part of that plan.

d. Salaries for substitutes for teachers are an authorized expenditure on the same basis as are the salaries of the teachers for whom they are substituting.

e. If a district's additional apportionment program is large enough to warrant the employment of an administrator whose sole responsibility is to manage that program, that salary should be charged to this account. However, the amount charged to this function-object for administration may not exceed ten percent of the district's total additional apportionment for any one program.

Account by Account Review (Cont'd.)

1. A 22 (50)(60)(70)(80).15 Instructional Salaries

f. The salaries of regular district administrative personnel who are compensated by an annual salary and whose employment does not result from the need to have an additional apportionment program may not be charged to this account. This includes such positions as building principals and assistant principals, attendance teachers, supervisors, curriculum coordinators, department heads, assistant, associate, or deputy superintendents, business managers, and chief school administrators. No portion of the salaries of the above mentioned personnel can be paid out of additional apportionment monies.

2. A 22 (50)(60)(70)(80).16 Non-instructional Salaries

All non-instructional support personnel such as clerks, stenographers and typists who were not charged to A 22 (50)(60)(70)(80).15 instructional salaries should be charged to this account. The need for these personnel for the successful implementation of the plan described on 241-1P must be apparent when one reviews that plan. These positions are authorized only if it can be demonstrated that they would not be needed if the additional apportionment program did not exist.

Salaries for clerical staff needed to support the program administrator described in (1 e.), above, may also be charged to this account.

3. A 22 (50)(60)(70)(80).2 Equipment

Purchases of equipment with the additional apportionment monies will be authorized only in those cases where the equipment is necessary for the implementation of an approved plan and the equipment is used as described in the plan.

4. A 22 (50)(60)(70)(80).4 Contractual Expenses

a. All staff travel related to the successful completion of the additional apportionment plans should be charged to this account. Such travel should be clearly necessary for the implementation of the planned activities, and reimbursement schedules should be consistent with approved, written board of education policy. If your district does not have written policies regarding travel reimbursement you should use state rates for reimbursing staff for work-related travel. (Copies of state rates can be obtained from the Department by contacting one of the program offices responsible for monitoring additional apportionment programs.)

b. The costs of contracts and/or per diem consultant fees incurred in the course of developing and/or implementing the acceptable plan should be charged to this account; however, the additional apportionment funds are available primarily for district-operated programs. The use of consultants should be limited to those activities which are in direct support of the major objective of the program which is to be operated by properly

Account by Account Review (Cont'd.)

4. A 22 (50)(60)(70)(80).4 Contractual Expenses

certified staff employed by the school district. Consultants can be hired to perform such services as: evaluation, in-service training, needs assessment, or management and planning assistance. Funds for consultants should equal only a small portion of the total additional apportionment in any one set of appropriation accounts; and in the case of PSEN evaluation, the program guideline is that not more than two percent of the total apportionment can be used to contract for evaluation services.

5. A 22 (50(60)(70)(80).(4)5 Materials and Supplies

All expenditures for materials and supplies necessary for the implementation of the acceptable plan should be charged to this account.

6. A 22 (50)(60)(70)(80).47 Tuition

a. There are circumstances under which an out-of-district program is allowable for target children. These circumstances are limited and vary among the four program categories listed on the Additional Apportionment Chart of Accounts. Note in particular that expenditures for PHC under Section 4404.2.b. of the Education Law may be charged to this account. If you are considering an out-of-district program for target pupils you are urged to contact the appropriate program office before making specific commitments.

b. Expenses for BOCES programs should not be charged to this account.

7. A 22 (50)(60)(70)(80).48 Textbooks

Expenditures for textbooks provided for the implementation of the acceptable plan should be reported in these accounts, except that expenditures for textbooks claimed for reimbursement by Textbook State Aid are excluded.

8. A 22 (50)(70).49 BOCES Services

a. These accounts should be used to record items of expenditures which are an approved BOCES service but for which the district is not receiving BOCES aid.

b. If a BOCES' services are purchased with the additional apportionment monies, the acceptable plan of activities should include a description of them.

Account by Account Review (Cont'd).

c. The same pupil cannot be counted for aid purposes for additional apportionment and for BOCES aid.

If you have questions concerning aid relative to BOCES services for target pupils you are urged to contact the Department office responsible for BOCES prior to entering into a contract for such services; this is the Bureau of School District Organization, Room 666 EBA, State Education Department, Albany New York, 12234 (518) 474-3936.

Further Information

Further information specifically about accounting can be obtained by writing or calling as follows:

Division of Educational Management Services
New York State Education Department
99 Washington Avenue
Albany, New York 12234
(518) 474-3911